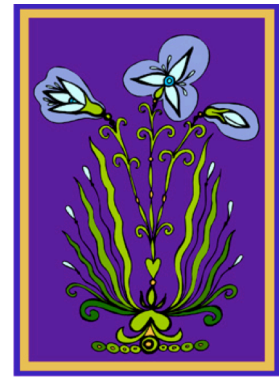


CURRICULUM COUNCIL

April 2, 2013

Minutes



- ☐ Welcome – Committee Work
 - Communication | Contribution | Collaboration
 - Relationships | Feedback | Student Engagement
- ☐ Continuing Our Focus
 - Continued support of writing workshop K - 8
 - Continued support of SAS & curriculum development
 - Integration of literacy strategies across content areas – *More R.A. strategies, more writing...*
 - Keystone Exams – *Algebra I, Biology, Literature*
- ☐ 1:1 Project Communication – Please find all communication located on the MWSD website under Academics > Technology.
- ☐ *Pathways to the Common Core* book discussion. There was lots of conversation to capture... You will find a string of random thoughts and comments below...
 - What are some big ideas we can take away from this book?

World Language – not just about the plot, reading informational text rather than novels the way they did before; non-fiction integrated; allows easy transition for opportunities for reading – less full group, more individual reading (90 min/day to maintain their reading level)-gives classroom back to students; secondary levels need to be reading during some class time; at secondary level, are we achieving that goal of 90 min.? Are we collaborating with other departments to meet that goal? In different departments reading looks different (i.e. math); there is more reading from elementary to middle to high school; ensure that students are (active readers) actually focused with their reading – give choices; engage with (notes, discussion, etc.); science does this with their labs – students have to read to figure it out; analyze style (how it is written); Common Core lays out a set of skills that should be taught at every level – are we narrowing our curriculum to meet those sets of skills or a part of it? Be willing to change to make it something students are learning; CCSS not as rigid as they thought – does not dictate strategies, provides flexibility.
 - How can what we read about impact what we do next as a decision-making team?

Look at what you have and see how it fits in and build up; we have made some changes already (ex. non-fiction text); showing everyone as progressions – examples across the district; could do parent meetings to explain to them what they are and what is expected of their children.

Is the template working? Does it need reorganized? Does it work for you or not work? Not sure if people trust using it – some seem to still be using their own – not being utilized as much; same curriculum, different teaching styles; look to SAS for curriculum schedule, put items in SAS for others to look at, share and use.

□ Departmental Status –

○ SAS Template

Not necessarily clear across the board that everyone should be filling out the SAS and following the curriculum; someone new comes along, do they receive a copy of the curriculum, with everything on SAS bottom line everyone should be able to know what teachers are teaching, how long, etc. Should be our first checkpoint if students are not learning; who should be checking what is being put on SAS is what we should be doing? Departments need to analyze data, review curriculum – secondary level, where are the checks and balance? Feedback? Look at the standards...do they match? Conversations need to be made within the departments with the leadership team; how do we utilize the time that we have or change the times we meet, amount of times we meet? If we can't meet all together how can we split the work, time, etc. What can we do about it? Accountability – observations – department head (here are things that I like, some things that you can add, things that not working), How would we find time to observe? Some want to teach my class, not observe someone else. Mentor others, and sometimes you are talking to a brick wall, where do we go with documentation, etc. Where do department head responsibilities stop and Administration's comes in?? Always looked like "liaisons" or "go-betweens", how do we change that role? More of a supervisor role, instructional coach, peer coaching – what can we do at this level, to help at the instructional level? What do members need from administration to help do this?

○ Keystone Vocabulary

○ Assessments

○ Literacy Strategies

□ Differentiated Supervision Model – Reviewed plan and documents online. You can find the plan under Staff > Professional Growth & Evaluation Plan <http://www.mwsd.cc/staff.cfm?subpage=1017637> . The documents in Word format for editing are located under Forms and Documents > District Wide > Faculty/Staff Professional Growth & Evaluation. More information and training is coming to you in the near future via faculty meeting time.

□ Next meeting – Thursday, May 2, 2013 – The main item on the agenda for May 2 will be a discussion of goals and priorities for next year. Please come prepared to discuss.